

The proposed curriculum for sixth grade World History and geography is a one-sided, Darwinian explanation regarding the origins of man. I am referring to pages 177-180 of the proposed History-Science Framework for sixth graders. The assumptions drawn from the “theory” of evolution presented as fact in this draft steer young children into a narrow view- and, in my mind a false one- of the development of mankind. If our institutions of learning, in particular those that are influencing the minds and thinking of younger children, are not brave enough to present competing views, e.g., Creation or Intelligent design, we do a great disservice to their development of critical thinking and discovery. The indoctrination into the theory of evolution is misleading and unconscionable. A theory (Darwinian Evolution) that violates every provision of the scientific method and attempts the impossible leap of application from Micro-evolutionary principles to Macro-evolutionary philosophy demands the opportunity to compare and contrast with other theories presented side by side for the consideration of the student. If California is genuinely concerned with tolerance and equality, it should be reflected in the educational efforts in our schools.

I’m asking that this draft be re-visited, and Intelligent design be presented as an equal alternative to Evolution.

Thank you for your consideration.

Robert Schuett

“If it could be demonstrated that any complex organ existed, which could not possibly have been formed by numerous, successive, slight modifications, my theory would absolutely break down.”

"the works of the Creator are superior to the works of man"

- Darwin, On the Origin of Species